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ABSTRACT

This curriculum guide is designed as an interdisciplinary resource on alcohol education for teachers of Grades 7-12. Developmental traits are discussed, and objectives and learning experiences are presented. The following topics are covered: (1) the nature of alcohol; (2) factors influencing the use of alcoholic beverages; (3) alcohol effects on people; (4) social responsibility for the control of the use of beverage; and (5) the social responsibility for the treatment of individuals. A division is made between Grades 7-9 and 10-12, with each set of three grades considered separately. (Author/JLL)

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# ALCOHOL EDUCATION

CURRICULUM GUIDE

FOR

GRADES 7-12

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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## FOREWORD

The abuse of alcohol has only recently been recognized as a major contributor to many physical, psychological and sociological health problems even though it has been a serious issue in our society for generations. At the present time there are an estimated 10 million alcoholics in the U.S., as well as millions of others who abuse alcohol to the extent that it interferes with their ability to function. A review of alcoholic statistics indicates that the use of alcohol is a factor in many crimes and injuries - 50% of fatal automobile accidents, 30% of suicides, 40% of snowmobile accidents, 53% of fire deaths, 64% of homicides, 45% of drownings, 56% of fights and assaults in the home, and 71% of accidental poisonings to mention a few. Can our society be spared a substantial portion of this pain and suffering? The Board of Regents and the staff of the State Education Department believe it can. In an attempt to do so the Department has developed new alcohol education guides -- one each for grades K-6, 7-12, and adult alcohol education.

These new alcohol curriculum guides and teachers manuals have been designed and prepared to assist school personnel to more effectively combat the alcohol problem through education as a primary prevention vehicle. These materials and approaches used will become more meaningful through cooperation with the resources of various community health-related agencies.

The educational approach should not be didactic, but rather it should be student-centered, with each learner being actively involved in the learning process. Such an approach considers the need for individuals to be involved in planning the educational experiences that will effect their respective lives. While there is no simplistic answer to the complex problems of alcohol abuse and alcoholism, emphasis on individual decision making about the use of alcohol holds the greatest promise for alleviating the problem. Over the long run, it is more effective and efficient to prepare an individual to cope with drinking before it becomes a problem than to remedy its destructive effects after they have occurred. It is reasonable to conclude that the cost of developing individual decision-making skills will be more economical than the development of treatment programs in an attempt to restore the health of the alcoholic.

These guides were developed with a recognition of the need for programs which focus on information and attitudes about the use of alcohol resulting in responsible drinking practices. Information <u>alone</u> is not enough but it does play an essential part in decision making. The development of attitudes and the identification of "behavior norms" plays a <u>major</u> part in

making responsible decisions. The following represents a few of the behaviors which will promote these responsible decisions:

...respecting an individual's decision about alcohol - either to abstain or to drink responsibly;

...recognizing that drunkenness is neither healthy nor safe;

...understanding one's own reasons for making a decision about the use of alcohol;

...recognizing the health and safety and fun of all by avoiding intoxication and helping others to do the same;

...choosing to avoid the use of alcohol as a way of dealing with one's problems;

...recognizing that social acceptability does not require drinking;

...recognizing and understanding that alcohol is a drug;

...avoiding riding with drivers who are under the influence of alcohol and discouraging them from driving;

...recognizing that one's attitude and behavior affects and influences others, especially children.

In the curricula, a serious attempt has been made to interrelate the efforts of other governmental and voluntary organizations to those of the schools. In so doing education becomes a product of a cooperative effort which involves the school, family, industry, religion, as well as other voluntary and governmental health agencies. The schools can and must conduct an alcohol abuse and alcoholism primary prevention program, not only because it is required by state statute (Chapter 674, 1970) but also because they have the responsibility to contribute to a more stable and productive life for each of their students.

As important as these guides may be, the teacher is the most important factor in the success of an educational program. Although a teacher's guide is provided, the program emphasis on a student-centered approach and cooperation with numerous governmental and voluntary organizations may require in addition the need for a teacher training program. Since this is a new curriculum at least a minimal orientation for teachers is suggested. School administrators are encouraged to arrange regional programs for this purpose.

The staff of the Bureau of Drug Education is available to assist in organizing and conducting such programs. For more information, call (518) 474-1492.

# PREFACE

## ALCOHOL EDUCATION CURRICULUM GUIDE - GRADES 7 THROUGH 12

This curriculum guide is designed as an interdisciplinary resource for teachers of several grade levels. This publication provides the flexibility for the teacher to select from many ideas and learning experiences listed; no teacher should feel obliged to attempt all ideas and experiences. Instead, prior to teaching a unit on alcohol, it is suggested that the teacher review this publication thoroughly in order to identify those understandings, objectives, and activities which will be meaningful to the students. If alcohol abuse is to be dealt with in more than one subject area, coordination by members of the staff who will be using this material will minimize duplication of subject matter and provide optimum use of resources.

Several methods of alcohol education should be considered --

(1) abuse preventive, which is aimed at the non-users;

(2) interventive, which is aimed at students who are drinking alcoholic beverages; and

(3) those committed to alcohol abuse behavior.

It is hoped that this curriculum guide will be of help for preventive education as well as providing sufficient suggestions for interventive education which can be achieved within the individual, the class, or a group counseling setting.

Tell it like it is. The sophistication and pseudo sophistication of youth today makes it essential to "level" with students because, if they have been given some incorrect information, they may reject all of the concepts developed. Efforts to moralize or to frighten young people have proved not only ineffective but worse than no instruction at all.

This curriculum guide plus the accompanying Teacher's Handbook are intended as a resource for educators throughout the state. Because the needs of students as well as the nature of the alcohol problem will vary from community to community, each district must make its own decisions concerning the implementation of this program. Decisions concerning use of resource people, placement of curricula in subject areas at grade levels, in-service training for participating teachers, and use of numerous types of media are essential in the early stages of planning. Parental education and communication are integral parts of this program. Parents should feel secure and informed about the material their children are receiving. The success of any kind of education program hinges upon the acceptance by people in the community. Consequently, effort should be made to keep the community informed and to use all appropriate community resources.

Administrative personnel should assume creative leadership and stress the importance of a well-planned and well-accepted program. Under the leadership of the Health Coordinator, students and parents should become involved in the planning, as may local physicians, clergy, pharmacists, law enforcement, and rehabilitation personnel.

Just as there is considerable conflicting information about the alcohol problem, there are many varying ideas and attitudes about the roles of educators in dealing with the problem and the many motivating reasons for the use of alcohol. It is apparent that satisfied, self-directed, happy young people who experience success in their interpersonal relationships are less likely to experiment with or become abusers of alcohol.

## ACKNOWLEDGEMENTS

Grateful recognition is given to the New York State Department of Mental Hygiene, Division of Alcoholism, and the many school administrators, teachers and specialists who will help to evaluate this material. Their generous cooperation in the development of this publication exemplifies the concern we all share in solving one of today's more complex problems, the abuse of alcohol in our society.

Grateful appreciation is extended to the Nebraska Department of Education, Department of Education of the State of Oregon, and the Illinois Office of Education for permission to adapt some of their materials for this publication.

Special recognition is extended to the Alcohol Education Research and Writing Committee: Mr. Anthony G. Lento - Chairman of the Committee, Associate Professor of Education and Drug Education Coordinator, State University of New York at Albany; Mr. Robert Christiansen, Registered Pharmacist, Drug and Health Education Coordinator, Watervliet School System, Watervliet, New York; Mr. George Harris, Alcoholism Center of Rensselaer County, Inc.; and Miss Nancy Malinowski, Program Assistant, Social Studies Teacher, Shenendehowa School System.

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These materials were developed through a grant from the State University of New York, The State Education Department, the Division of Health and Drug Education Services. The overall supervision of the research, writing and compilation was under Anthony J. DiBenedetto, Chief of the Bureau of Drug Education. Albert E. Bedworth, Associate in Health Education, the Bureau of Health Education, provided valuable consultation with the writing team and was the liaison person from the Division of Health and Drug Education Services.

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# ALCOHOL EDUCATION

# CURRICULUM GUIDE

## AN EXPERIMENTAL UNIT

## FOR GRADES 7 - 12

# INTRODUCTION TO ALCOHOL EDUCATION

(GRADES 7 THROUGH 12)

This curriculum guide is one of a series of three units. Included in this alcohol education series are a curriculum guide and teacher's guide for grades K through 6, curriculum guide and teacher's guide for grades 7 through 12, and one comprehensive unit for adult education which includes both the curriculum guide and teaching suggestions.

Each unit attempts to build on the previous unit; therefore, the following topics are basic throughout the three units. They are:

TOPIC I - THE NATURE OF ALCOHOL.

TOPIC II - MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

TOPIC III - ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

TOPIC IV - RESPONSIBILITY FOR THE CONTROL OF THE USE OF BEVERAGE ALCOHOL RESTS WITH SOCIETY.

TOPIC V - THE RESPONSIBILITY FOR THE TREATMENT OF INDIVIDUALS RESTS WITH SOCIETY.

## INSTRUCTION AT THE JUNIOR HIGH SCHOOL LEVEL

Alcohol experimentation may well reach its peak during those years the student is in junior high school. The period of adolescence is a time of change and discovery. The search for self and the many stresses of dealing with a rapidly changing body and mind combine to make the illusion of alcohol-induced tranquility very attractive.

This is an important period of time to study the short and long term effects of alcohol.

It is also important that all aspects of alcohol misuse are studied at this level. The relationship between the physical, emotional, and social aspects should be considered, especially as they apply to the adolescent.

## INSTRUCTION AT THE HIGH SCHOOL LEVEL

Instruction at the senior high level should concentrate on the relationship between society and the individual. This should be presented as a two-way relationship showing how the misuse and abuse of alcohol are influenced by society and how the abuse of alcohol by the individual has extensive effects upon society.

The students should become aware of efforts by society to reduce the misuse of alcohol and have a knowledge of how the individual can help society with this problem.

## GENERAL OBJECTIVES FOR SECONDARY STUDENTS:

In the area of alcohol education it is important that by the time a student graduates from a high school in New York State he or she has been made aware of the following objectives:

1. Understand the emotional, social, and physiological effects of beverage alcohol.
2. Understand various attitudes toward the problems of alcohol misuse.
3. Understand that both satisfactions and problems are derived through the use of alcohol.
4. Understand the need for economic and legislative controls on the use of beverage alcohol.
5. Recognize and understand that there are cultural differences in drinking patterns which may create conflicts of opinion.
6. Understand the importance of objective, unbiased, scientific information concerning alcohol, its uses, and its effects on the individual and society.
7. Be able to seek accurate information so that they can explore their own feelings and attitudes about drinking.
8. Be able to develop a sense of responsibility for one's individual welfare and that of others in the proper use of alcohol.
9. Be able to develop insight concerning their behavior in social situations involving the use of alcoholic beverages.
10. Have an awareness of the medical problem caused by, or associated with, the misuse of alcohol.

# DEVELOPMENTAL TRAITS OF 13 - 14 YEAR OLDS

## -MIDDLE SCHOOL OR JUNIOR HIGH-

DRIVES AND INTEREST IN THE OPPOSITE SEX MAY CAUSE TENSION AND ANXIETY

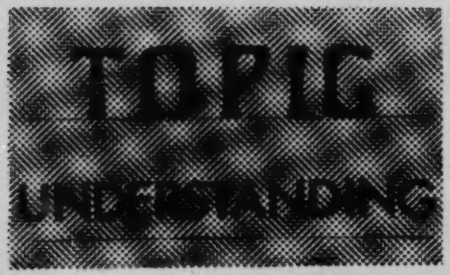
- Personality adjustment problems increase.
- Growth patterns contribute to worry and anxiety.
- An air of sophistication is often assumed to cloak feelings of bewilderment, confusion, and insecurity.

EXPERIMENTATION WITH DIVERSE PERSONALITY ROLES IN AN ATTEMPT TO IMPROVE STATUS

- Status with peers continues to be more important than adult approval.
- Great satisfaction is gained from individual accomplishments which are recognized by the group (likely to try to accomplish those things that give some claim to distinction or uniqueness).
- Codes of behavior may be set up to challenge or imitate adult standards.
- Social behavior is imitated, especially as portrayed by television, motion pictures, and magazines.
- A strong search for identification and development of a good self-image comes to the fore.

INCREASING CONCERN IS SHOWN OVER RESOLVING ONE'S "LIFE" PROBLEMS

- Sporadic and sometimes intense interest shows in certain aspects of health. (Some early-teens place special value on physical strength and skills, others on personal attractiveness.)
- Vacillation occurs between over-confidence in one's ability to take care of one's supposed or anticipated health needs and actual ability to cope with one's specific health "cures."
- Extreme curiosity develops about the details of physical illness.

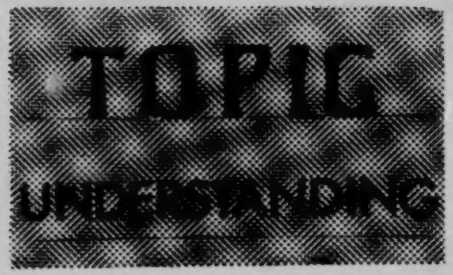



GRADES 7 - 9

NATURE OF ALCOHOL

ALCOHOLS ARE A CHEMICAL CLASS OF ORGANIC COMPOUNDS DERIVED FROM NATURAL SOURCES.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS CAN DEFINE "ALCOHOL." | Students write and compare their own definitions of "alcohol." Discuss similarities and differences perceived and reflected in the definitions. What factors influence one's understanding of what alcohol is? For example, do some definitions reflect physiological, chemical, sociological, etc., impressions? |
| STUDENTS CAN DESCRIBE THE GENERAL CHARACTERISTICS OF ALCOHOL. | Students investigate and name alcohols which are made from natural substances.<br><br>Distinguish between methyl and ethyl alcohol by synthesizing each.<br><br>Students investigate and name alcohols which are made from synthesis of chemical compounds.<br><br>Students investigate and describe the similarities between alcohol used for industrial or medicinal purposes and the alcohol found in some beverages.<br><br>Have students construct crossword puzzles using alcohol-related terms. Duplicate and distribute to the rest of the class. |

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NATURE OF ALCOHOL

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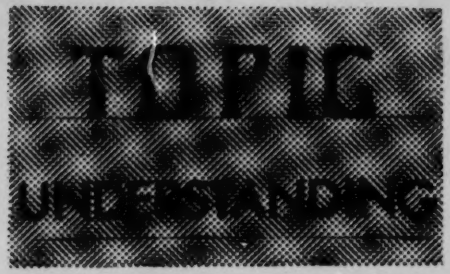
| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS CAN IDENTIFY THE COMMON INGREDIENTS OF ALCOHOLIC BEVERAGES AND UNDERSTAND THAT ALCOHOL IS USUALLY OBTAINED FROM FERMENTATION OF FRUITS AND GRAINS. | Selected students may research and report on the ingredients, manufacturing techniques, and alcoholic content of the following: beer, wine, gin, vodka, whiskey, rum, and tequila.<br><br>Have one student report on absinthe, its effects, and its illegality in many countries.<br><br>Bring in labels of various beverages; make a bulletin board to demonstrate similarities and differences. |
| STUDENTS CAN DESCRIBE THE PHARMACOLOGICAL EFFECTS OF ALCOHOL. | Discuss: Why is alcohol classified as a depressant rather than a stimulant?<br><br>Develop a classroom resource center of books, pamphlets, and magazine and newspaper articles which deal with alcohol use, production, control, abuse, and legal and social implications.<br><br>Write Haiku - three-line free verse composed of seventeen syllables; line one has five syllables; line two has seven syllables;and line three has five syllables. Example:<br>Alcohol - Ha, Ha,<br>I can beat you, you will see,<br>Please, Please set me free. |

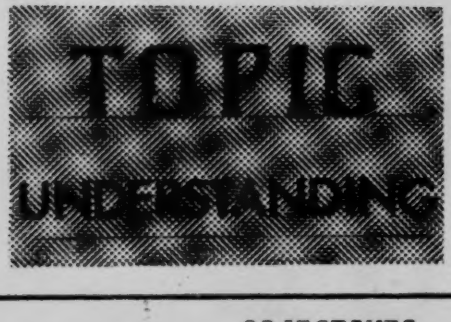



GRADES 7 - 9

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE PRODUCTION, DISTRIBUTION, AND USE OF ALCOHOLIC BEVERAGES.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS CAN DEVELOP A TIME LINE OF THE HISTORIC BACKGROUND OF ALCOHOL PRODUCTION AND ITS USES. | Discuss the cultural uses of alcoholic beverages.<br><br>Discuss the industrial uses of alcohol.<br><br>Discuss the medical uses of alcohol.<br><br>Students compile time lines showing historic patterns of alcohol and its uses.<br><br>Students, individually or collectively, build a time line showing the use of alcohol for industrial, medical, and/or cultural purposes. Also show the type of beverages used.<br><br>Have students compare present use of alcohol in rituals and harvest celebrations by various groups with those in the past, such as the Oktoberfest in Germany, wine festivals in France and Italy, and Vodka celebrations in Russia. List reasons why wine and beer have remained important products commercially.<br><br>Divide the class into groups and create a colonial newspaper. Let each group be responsible for certain sections such as the front page, editorials, etc. Be sure to develop advertisements for tobacco, snuff, alcohol, cough and patent medicines. |

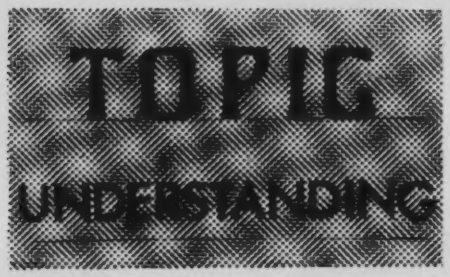



GRADES 7 - 9

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE PRODUCTION, DISTRIBUTION, AND USE OF ALCOHOLIC BEVERAGES.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Divide the class into groups and have each group read a biography on one of the leaders of the temperance movement. Let each group present information to the class. Let the class make the selection of the most unusual and interesting method of presentation.<br><br>Play "Jeopardy" game with questions taken from the temperance movement and the prohibition period.<br><br>Have students write, direct, and produce their own play on prohibition and a raid on a "speak-easy." This could be presented to the school or taped for an educational TV show if a station is near. Students should make their own props, costumes, etc.<br><br>Select a panel to research and discuss: Prohibition did not succeed in the United States because . . . . |
| STUDENTS CAN SUGGEST REASONS FOR DRINKING ALCOHOL BY ADULTS AND ADOLESCENTS. | Discuss various situations and ways in which a person would use alcohol.<br><br>Discuss situations in which alcohol use would be considered appropriate by some people. What are some reasons why others may not accept these uses? |

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USE OF ALCOHOL

MANY FACTORS INFLUENCE THE PRODUCTION, DISTRIBUTION, AND USE OF ALCOHOLIC BEVERAGES.

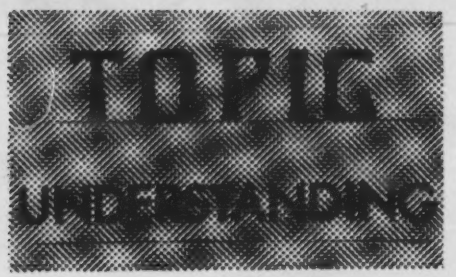
| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Discuss situations in which alcohol use would not be considered appropriate by some people. Are there uses of alcohol that most people would not accept?<br><br>Conduct role-playing situations:<br>A. A person escaping reality through the use of alcohol,<br>B. An individual beneficially using alcohol,<br>C. A person at a party unwilling to participate in using alcohol and the peer pressure placed upon him/her<br>D. Parents discovering or trying to find out if their child is using alcohol.<br><br>Discuss the reasons people give for drinking alcohol and the validity of these reasons.<br><br>Have students improvise settings and role play the different reasons for both appropriate and inappropriate alcohol use. |
| STUDENTS CAN DISCUSS THE BENEFICIAL AND HARMFUL USES OF ALCOHOL. | Have a panel discussion on ways in which a person's drinking could be either harmful or beneficial to self and to others. Consider social, emotional, physical, chemical, and safety aspects. |

GRADES 7 - 9

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE PRODUCTION, DISTRIBUTION, AND USE OF ALCOHOLIC BEVERAGES.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Predict how loss of inhibitions resulting from the use of alcoholic beverages may result in problems.<br><br>Identify reasons why certain individuals might try and possibly become regular users of, various psychoactive drugs.<br><br>Describe the various modifications of mood and behavior that may result when an individual uses certain substances.<br><br>Have students discuss the fact that use, nonuse, or abuse of mood and behavior modifiers results from some dynamics of personal needs, social consequences, and the individual's perceptions about effects. |
| STUDENTS CAN IDENTIFY CULTURAL MOTIVES FOR THE USE OF ALCOHOL. | Discuss the main groups and subgroups, (social, ethnic, cultural, racial, religious, etc.), that make up our society. Do they all think alike? Do they all drink alike? Do they think differently about alcoholic beverages? Can we make any valid generalizations?<br><br>Analyze liquor and beer ads for psychological and social appeals, persuasion, etc. |

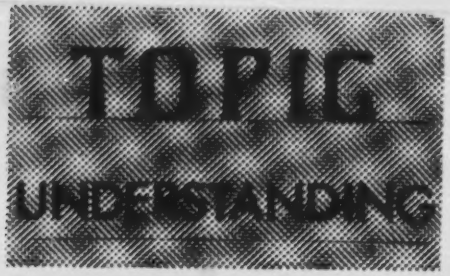



GRADES 7 - 9

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE PRODUCTION, DISTRIBUTION, AND USE OF ALCOHOLIC BEVERAGES.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Make a chart, drawing, or cartoon showing the reasons why people drink. |
| | Compare the drinking habits of other cultures with those of Americans. |
| | Carefully research urbanization, improved communication, transportation, the rise in family affluence and leisure time. Tell if these things have had an effect on the rise in alcohol use and abuse and if so, how. |
| | Play alcohol-oriented songs and discuss the growing influence these have on the drug culture. |
| | Analyze contemporary movies, television shows, and literature and tell their growing influence on alcohol use. |
| STUDENTS CAN SUGGEST ALTERNATIVES TO THE USE OF ALCOHOL. | Hold a class discussion on: "No drinking should be the rule for everyone, teenagers and adults alike." or "Teenagers can't handle alcohol; they should wait until they are 21 to drink." or "Teenagers are more capable of controlling their drinking than adults." |
| | Make a recipe scrapbook of non-alcoholic drinks that could be served at social functions. |




GRADES 7 - 9

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE PRODUCTION, DISTRIBUTION, AND USE OF ALCOHOLIC BEVERAGES.

## OBJECTIVES

STUDENTS SHOULD UNDERSTAND THAT MASS COMMUNICATION MEDIA HAS AN EFFECT ON ALCOHOL USE.



## LEARNING EXPERIENCES

Discuss ways in which alcohol could compound personal or social problems that already exist.

Students may practice how to refuse a drink:

A. At a party,
B. Out with the "boys" or "girls,"
C. At a banquet,
D. One for the road,
E. Behind the school just to prove one's self.

Have students analyze slogans used in advertising beverage alcohol. Is the information misleading? Untrue? Factual? Exaggerated? Truthful?

Teacher or students make a tape recording of beverage alcohol commercials on radio and television. Play and discuss the recordings in class.

Discuss the question: Is there truth in advertising?

Have students gather newspaper and magazine advertisements, hand bills, and "junk mail" urging the use of certain beverage alcohol. Students answer the question, "Is there an attempt to mislead the unwary?"

GRADES 7 - 9

USE OF ALCOHOL

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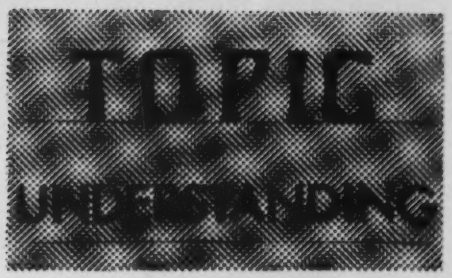
| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Collect advertisements on alcohol. Discuss various techniques that were used in the advertising. Interview persons concerned with news media to estimate cost of advertising.<br><br>Discuss effects of advertising and promotion on the public.<br><br>Count the number of pages of alcoholic beverage advertising in several popular magazines and try to determine philosophically whether or not it has any influence upon the consumption of beverages.<br><br>Have pupils collect several different advertisements for the same type of beverage alcohol. Analyze them carefully to point out common elements. What images are the advertisers attempting to create?<br><br>Have students make a list of words used in advertising that have a strong emotional appeal. Analyze these terms. |

GRADES 7 - 9

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS CAN DESCRIBE THE BODY AS A COMPLEX MACHINE AND ANALYZE HOW THE BODY SYSTEMS INTERACT WITH ONE ANOTHER. | Explain how the body uses alcohol. Consider absorption, distribution, metabolism, and excretion.<br><br>Illustrate by the use of a model, drawing, or diagram, the effects of alcohol on the central nervous system.<br><br>Students investigate what kinds of effects beverage alcohol has on the various systems of the body: nervous, circulatory, respiratory, endocrine, muscular, reproductive, excretory. For example: repair, heal, damage, stimulate, depress. Is beverage alcohol beneficial to one system yet harmful to other parts of the body? Discuss how this knowledge might effect how much and how often people rely on medical "cures." |
| STUDENTS CAN IDENTIFY THE GENERAL EFFECTS OF ALCOHOL ON THE BODY SYSTEMS. | Discuss why various people react in different ways to the same alcohol. Consider the physiological, psychological, and sociological reactions possible.<br><br>Differentiate between the terms "physiological" and "psychological." |

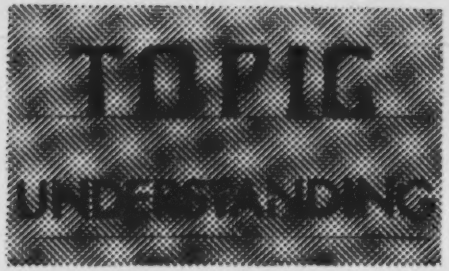



GRADES 7 - 9

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Describe how alcohol affects the various areas of the brain.<br><br>Have an athletic coach present his philosophy concerning drinking and athletic efficiency.<br><br>Consider and discuss the following progressive effects of alcohol:<br>a. Loss of intelligent behavior (self-control, judgement, decision making);<br>b. Decrease in muscular control (reaction time, coordination);<br>c. Influence on the sense organs (vision, hearing, taste, touch, and smell);<br>d. Unconsciousness (decreased rate of breathing, heart action, body temperature).<br><br>Report: Alcohol affects the body in direct relationship to the concentration of alcohol in the blood. Consider the following influencing factors: amount ingested, rate of drinking, volume of blood, food ingestion and stomach contents, metabolism.<br><br>Explain the medical use of depressants and stimulants. Give examples of each.<br><br>Discuss the use of coffee and other substances, e.g., insulin and glucose, counteract the effects of alcohol, and the "alcohol hangover." |

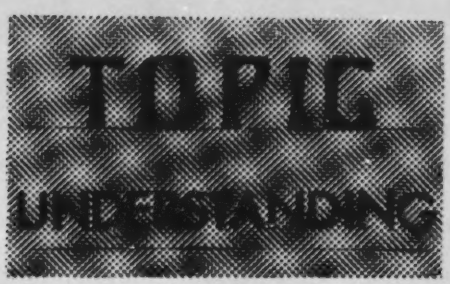



GRADES 7 - 9

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Invite a physician or pharmacologist to class to discuss the effects of alcohol on the body and its parts. |
| STUDENTS CAN DESCRIBE POSSIBLE PSYCHOLOGICAL EFFECTS OF ALCOHOL DEPENDENCY AND TOLERANCE. | List comparatively on a transparency possible physiological and psychological effects of prolonged alcohol use.<br><br>Have a round table discussion about the psychological and physiological effects of alcohol. |
| STUDENTS CAN SUMMARIZE THE FOLLOWING:<br>A. ALCOHOL CAN PRODUCE DIFFERENT REACTIONS IN DIFFERENT PEOPLE;<br>B. A PERSON'S REACTIONS TO ALCOHOL CAN VARY ACCORDING TO THE SET AND SETTING;<br>C. ALCOHOL HAS THE POTENTIAL OF BEING HARMFUL OR BENEFICIAL;<br>D. ALCOHOL REACTS WITH OTHER SUBSTANCES CONSUMED BY THE BODY. | Discuss the physical deterioration that may be present in advanced stages of alcoholism.<br><br>Create and act out everyday problems in which alcohol use would simply increase the problems. Suggest an alternate solution to the problem not using alcohol.<br><br>Construct a blood-alcohol chart showing the estimated percent of alcohol in the blood by the number of drinks in relation to the body weight. |

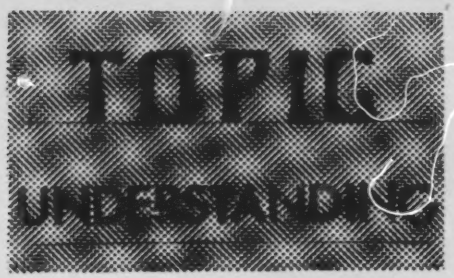



GRADES 7 - 9

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS CAN EXPRESS THE IMPORTANCE OF WEIGHING THE FACTS CONCERNING THE USE OR NON-USE OF ALCOHOLIC BEVERAGES. | Investigate the factors which may modify the effects of drinking various quantities and differing percentage volumes of alcoholic beverages: mood, food eaten, body weight, kind and strength of drink, speed of drinking, attitude, constitutional differences among individuals.<br><br>Research: Adolescents are affected more quickly and more severely by alcohol than adults. Why?<br><br>Panel discussion -- Analyze (1) Why does a person drinking on an empty stomach feel alcohol quicker and to a greater degree than one who has eaten? (2) What foods slow the absorption rate of alcohol in the system? (3) What factors play a role in increasing the rate of absorption?<br><br>Class discusses such topics as:<br>A. In what situations have students used alcohol?<br>B. Why do some students feel they must turn to alcohol use in problem situations?<br>C. In what other ways do students take out their frustrations? Might the motivations of these students just as easily have led to alcohol use? |

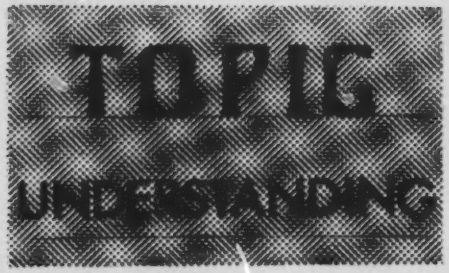



GRADES 7 - 9

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | D. Why is peer group pressure so great at this period of life?<br>E. What is the importance of making a decision on the use of alcohol at this time?<br><br>Discuss: How education can influence decisions about:<br>A. Use or non-use of alcohol;<br>B. Appropriate or inappropriate use of alcohol. |
| STUDENTS CAN DESCRIBE THE MANY WAYS IN WHICH PEOPLE ARE AFFECTED BY ALCOHOL-RELATED PROBLEMS EITHER DIRECTLY OR INDIRECTLY. | Class enumerates and describes situations where innocent people are harmed by a member of a family who abuses alcohol.<br><br>Make a report by reading published research about the relationship between excessive drinking and/or alcoholism and the divorce rate.<br><br>Students list ways in which alcohol abuse might be prevented. (Invite clergy, alcohol counselors, etc. to help class.)<br><br>Class compares cost and problems involved in the prevention of alcohol abuse as opposed to the cost and problems involved in the treatment and rehabilitation of alcoholics. (Have class visit a rehabilitation center to collect data for a report.)<br><br>Discuss: What are the effects of problem drinking on family members? |

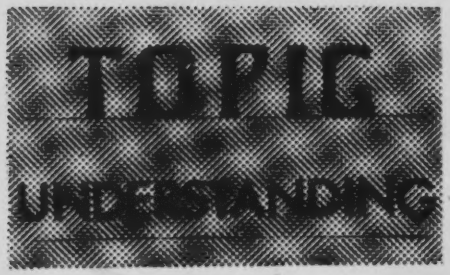



GRADES 7 - 9

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Interview a member of the police department to find the effect of alcohol on the crime rate and the automotive accident rate in the community.<br><br>Consult reports by the F.B.I. indicating the number of crimes in the United States associated with alcohol.<br><br>Compare the amount of money spent annually for alcoholic beverages, education, cancer, heart disease, research, treatment and loss of productivity.<br><br>Determine the economic, social, and physical costs of intoxication and alcoholism to the community, state and nation.<br><br>Discuss research findings concerning the effects of alcohol on the fetus.<br><br>Discuss current national and state legislation towards drinking and driving. Compare the history of legislation in New York State with that of neighboring states (Vermont, Pennsylvania, New Jersey, Connecticut and Massachusetts). How were border towns affected by the various pieces of legislation? |

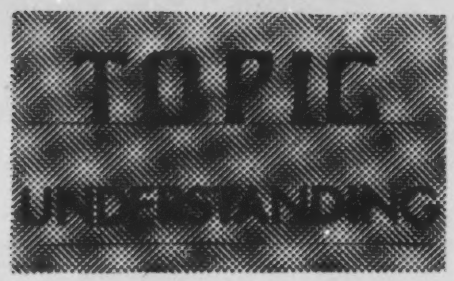



EFFECTS OF ALCOHOL

GRADES 7 - 9

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS CAN DESCRIBE HOW INDUSTRY IS AFFECTED BY THE PROBLEM DRINKER. | Conduct a survey on local industries as to what percentage of workers are absent from work due to an excessive use of alcohol. How many are absent due to accidents on the job? (Have students cite individual interviews with employers.) Using graphs and charts, present to class for evaluation of data.<br><br>Have students interview local businesspeople to find out how they deal with problems of alcohol abuse in industry. |
| STUDENTS CAN DISCUSS THE UNIQUE RISKS TEENAGERS FACE WHEN DRINKING ALCOHOLIC BEVERAGES. | Provide a "Meet the Press" situation in which a selected student acts as an "expert" and is interviewed by a student panel of "reporters" concerning alcohol abuse by teenagers.<br><br>Students in junior high school write and prepare an informative program or a dramatic skit for parent and community groups on the potential dangers of intoxication by misuse of beverage alcohol. Modify the program to satisfy the needs and maturity level of elementary school children. Carefully selected and instructed junior high school students can provide a program for interested elementary classes. |

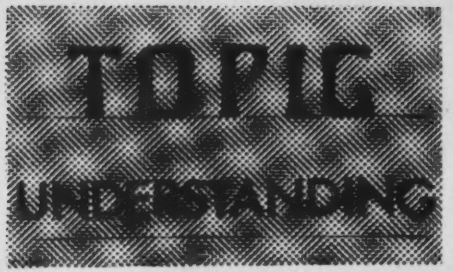



GRADES 7 - 9

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Students list and discuss the risks involved in alcohol abuse.<br><br>Students list and discuss some reasons for alcohol abuse. Identify the short-term and long-term solutions to problems. Do any of the reasons listed address themselves to solving problems? Explain. What coping behaviors might be more valuable or more successful?<br><br>Small group discussion: Behavior characteristics which may be typical of potential alcohol abusers: Discuss:<br>a. High risk personalities,<br>b. High risk behavior,<br>c. High risk periods in one's life,<br>d. High risk communities.<br>The discussion should include experience, the present and projections to future situations.<br><br>Role play:<br>A teen-age girl speaks to her 11-year-old sister who has been experimenting with beverage alcohol.<br>A clergyman speaks to a teen-age alcohol abuser about the youth's involvement with alcohol. |

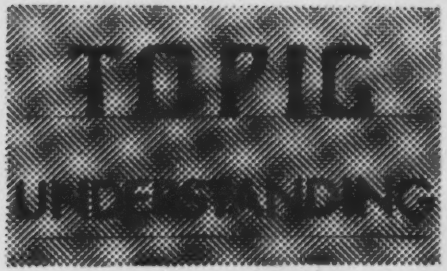



GRADES 7 - 9

CONTROL OF ALCOHOL

THE RESPONSIBILITY FOR CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS SHOULD CONCLUDE THAT ALCOHOL ABUSE IS A VAST PROBLEM AND DRIVING WHILE IMPAIRED IS ONE OF THE MORE SERIOUS ASPECTS. | Create a chart that describes the different amounts of alcohol and their effects on the body functions and identify the possible consequences for the motor vehicle operator.<br><br>Give your reaction to a situation where the driver of an automobile you were riding in had been abusing alcohol. |
| STUDENTS SHOULD BE ABLE TO DISCUSS THE NEW YORK STATE LAWS PERTAINING TO DRIVING WHILE UNDER THE INFLUENCE OF ALCOHOL AND DRIVING WHILE INTOXICATED. | Specify New York State laws pertaining to the operation of a motor vehicle while D.W.I. (driving while intoxicated).<br><br>Define conditions under which a driver can be arrested and convicted of D.W.I. and driving under the influence.<br><br>Study the relationship between drinking drivers and auto accidents in your community.<br><br>Make a chart showing reaction time of drinking and non-drinking drivers in stopping a car, maneuvering a car, or other acts needed to drive safely.<br><br>Write a paper on the tests that can be used to determine intoxication. |

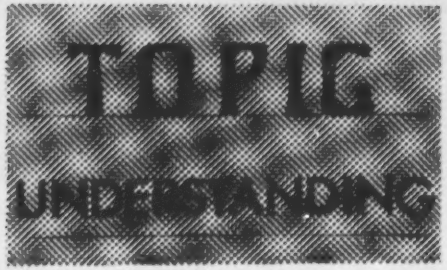



GRADES 7 - 9

CONTROL OF ALCOHOL

THE RESPONSIBILITY FOR CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Ask a member of the highway patrol or police department to give a demonstration of a chemical testing device.<br><br>Formulate a set of guidelines for avoiding the harmful highway consequences of drinking while driving.<br><br>Contact a local insurance firm to determine the relationship between the conviction of alcohol abuse and insurance rates in the community.<br><br>Teacher may show parts of or the entire films listed below. Introduce the film or segment and follow up with a provocative question.<br>a. "D.W.I. Phoenix" (AAA Foundation for Traffic Safety, American Automobile Association, 1712 G. Street, N.W., Washington, D.C. 20006)<br>b. "The ABC's of Drinking and Driving" (Channing L. Bete Co., Inc., 75 Federal Street, Greenfield, Massachusetts 01301)<br><br>Find out what your city, county, and state are doing about drivers who drink and drive. (Look into official agencies, voluntary agencies, civic groups, etc.) |

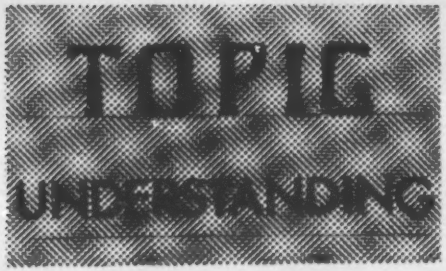



GRADES 7 - 9

CONTROL OF ALCOHOL

THE RESPONSIBILITY FOR CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Have local law enforcement officers come in to discuss statistics and charts on accidents occurring while driving under the influence of alcoholic beverages. What percentage of young people are perpetrators and/or victims in these accidents? |
| STUDENTS CAN CITE NEW YORK STATE LAWS CONCERNING THE USE OF ALCOHOL. | Students find state, local, and federal laws concerning manufacture, distribution, and consumption of alcohol.<br><br>Make a study of the laws in your state pertaining to minors and alcohol use.<br><br>Keep a scrapbook of news articles on alcohol. Tabulate the number of articles that pertain to laws, raids, court cases, etc.<br><br>Find a news article pertaining to an alcohol-related court case and ask students to react to judgment rendered.<br><br>Write a research paper on early New York State laws concerning alcohol and explain why it is necessary to repeal laws and make new ones.<br><br>Have a few students visit a court session to observe a trial on an alcohol violation. Report your observations to the class. |

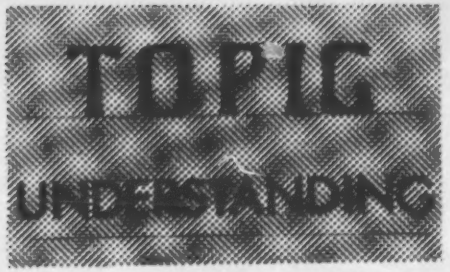



GRADES 7 - 9

CONTROL OF ALCOHOL

THE RESPONSIBILITY FOR CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

| OBJECTIVES | LEARNING EXPERIENCES |
| --- | --- |
| | Have someone with legal expertise explain the duplication in federal and state laws, including in the explanation that federal law will always take precedent over state law.<br><br>Discuss the question: "Is a person responsible for a crime committed while under the influence of alcohol?"<br><br>Invite to your class a panel composed of a lawyer, law enforcement officer and pharmacist to discuss local alcohol laws and any restrictions that might affect each of them in their work. |

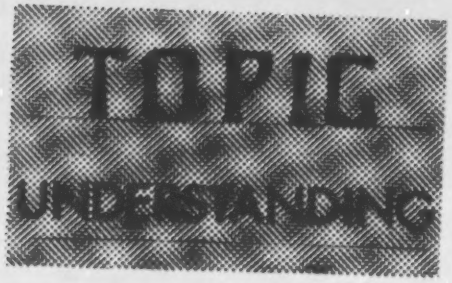



GRADES 7 - 9

TREATMENT OF PEOPLE

THE RESPONSIBILITY FOR THE TREATMENT OF INDIVIDUALS RESTS WITH SOCIETY.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS CAN DESCRIBE PROPER PROCEDURES IN EMERGENCY SITUATIONS INVOLVING ALCOHOL ABUSE. | Class should review first aid procedures for victims of any kind of poisoning.<br><br>Students construct a list of emergency telephone numbers for their home use.<br><br>Groups prepare short skits to demonstrate how to obtain first aid assistance from the various agencies. |
| STUDENTS CAN IDENTIFY PRIVATE ORGANIZATIONS WHICH PROVIDE ASSISTANCE, TREATMENT, AND REHABILITATION FOR ALCOHOLICS. | Students contact various state hospitals or agencies to inquire about private organizations involved in the treatment and rehabilitation of alcoholics. |
| STUDENTS CAN NAME PUBLIC AGENCIES INVOLVED IN THE TREATMENT AND REHABILITATION OF INDIVIDUALS WITH ALCOHOL PROBLEMS. | Students contact their churches, school counselors, local court systems, and health organizations to determine what agencies are established to help in the treatment and rehabilitation of alcoholics.<br><br>Class invites an official of a detention center to identify common characteristics of alcoholics in the center and discuss how their problems are handled. |




TREATMENT OF PEOPLE

GRADES 7 - 9

THE RESPONSIBILITY FOR THE TREATMENT OF INDIVIDUALS RESTS WITH SOCIETY.

## OBJECTIVES

STUDENTS CAN EXPLAIN THEIR ATTITUDES TOWARD THE VARIOUS TYPES OF ALCOHOL ABUSE TREATMENT PROGRAMS.

## LEARNING EXPERIENCES

Students write editorials about various types of treatment programs.

Debate - Resolved: That alcoholism is a public health problem and should be so recognized by state legislatures in appropriating adequate funds for its prevention and treatment.

In small groups, have students plan a model treatment and rehabilitation center. The plan should include the following:

a. Philosophy
b. Funding
c. Staffing
d. Facilities
e. Policies (Admission, Services, Functions, Release Procedures)
f. Provision for public relations
g. Continuing rehabilitation.

# TOPIC OUTLINE

# FOR

# GRADES 7 - 9

THE FOLLOWING TOPICAL OUTLINE IS INTENDED FOR THE NOVICE TEACHER IN THE AREA OF ALCOHOL EDUCATION WHO WISHES TO HAVE THE EXTRA HELP OF A FINER BREAKDOWN OF THE VARIOUS AREAS OF THE PREVIOUS OBJECTIVES. IT IS A MORE DETAILED AND SPECIFIC TREATMENT OF THE WHOLE TOPIC OF ALCOHOL EDUCATION AND NOT INTENDED TO PARALLEL EXACTLY THE BEHAVIORAL OBJECTIVES APPROACH.

TOPIC ONE: NATURE OF ALCOHOL

A. Define "Alcohol"
B. Composition of alcohol
   1. Ethyl (ethanol)
   2. Methyl (methanol)
   3. Propyl (propanol)
   4. Amyl (pentanol)
C. Common ingredients of various alcoholic beverages
   1. Grains
   2. Fruits
   3. Vegetables
   4. Others
D. Methods of production
   1. Fermentation
   2. Brewing
   3. Distillation
E. Pharmacological classification
   1. Depressant
   2. Sedative
   3. Anesthetic

TOPIC TWO: USE OF ALCOHOL

A. Uses of ethyl alcohol in a historical setting
   1. Industrial
   2. Medical
      a. Early history
         (1) Babylonians
         (2) Greeks
         (3) Romans
         (4) Arabs
         (5) Renaissance
      b. 18th and 19th century
         (1) Anesthetic
         (2) Chemical agent
         (3) Clinical applications
      c. 20th century
         (1) Pharmaceutical
         (2) Clinical
         (3) Geriatrics
         (4) Psychological
   3. Social
B. Why people drink
   1. Psychological reasons, for
      a. Reduction of anxiety
      b. Gain acceptance
      c. Curiosity
      d. Thrill
      e. Rebellion
      f. Inferiority complex
      g. Imitation
      h. Escape
      i. Something to do
      j. Cannot get along without it
   2. Physical reasons, for
      a. Relaxation (reduces tension)
      b. Reduction of physical discomfort
      c. Feel effect
      d. Liking the taste
      e. Relieving fatigue

3. Cultural influences
   a. Nationality background
   b. Celebrations
   c. Religious
   d. Economics
   e. Family customs
   f. Friends' influence
   g. Business pressures
   h. Social acceptability
      (1) Advertising
      (2) Movies
      (3) Television
      (4) Publications
      (5) Social patterns

C. Why people refrain from drinking
   1. Psychological
      a. Gaining acceptance
      b. Pressure not to drink
      c. Fear of result
   2. Physical reasons
      a. Harm to body
      b. Bad taste
      c. Effect on nervous system
   3. Legal reasons
      a. Age
      b. Laws
   4. Economic reasons
      a. Cost
      b. Job pressure
   5. Religious reasons
   6. Family stand
   7. Moral values



TOPIC THREE: EFFECTS OF ALCOHOL

A. How the body absorbs alcohol
   1. The path alcohol follows
   2. Dilution
   3. Absorption
   4. Oxidation
   5. Elimination
   6. Alcohol concentration in the blood

B. Physiological changes due to alcohol
   1. Effect on the brain and nervous system
   2. Effect on the circulatory system
   3. Effect on the digestive system
   4. Effect on the execretory system
   5. Effect on the senses
   6. Reproductive organs
   7. Motor activity

C. Psychological and behavioral changes affected by alcohol
   1. Intelligent behavior
      a. Judgment
      b. Self control, repression
      c. Emotional response
      d. Reaction time
      e. Mental reaction
   2. Motor control
      a. Reaction time
      b. Body coordination
      c. Accuracy
      d. Endurance
   3. Sense organs
      a. Impaired hearing
      b. Vision
      c. Color
      d. Equilibrium

4. Other effects
   a. Rate of breathing
   b. Reduced heart action and blood pressure
   c. Lowered body temperature
   d. Blackout
   e. Mental illness
   f. Death

D. Understanding problems
   1. Define problem
   2. Ways to meet problems
      a. Withdraw
      b. Conform
      c. Attack (Direct and Indirect)
   3. Substitute forms of behavior
      a. Frustration
      b. Defense mechanisms
         (1) Define
         (2) Type
         (3) Role in adjustment
   4. Scientific approach to problem solving
      a. Recognition of problem
      b. Critical analysis
      c. Hypothesis
      d. Checking the hypothesis
      e. Conclusion
      f. Follow-up
   5. Problems encountered in the "growing-up" process
   6. Significance of above to alcohol problems

E. The problem drinker and industry
   1. Scope of problem
      a. Attendance
      b. Safety
      c. Production
      d. Group morals
   2. How companies react
      a. Refuse to recognize the problem
      b. Deal with most serious aspects
      c. Go all-out



   3. Successful programs
      a. Good working climate established
      b. An announced policy
      c. Training administrators
      d. Referral programs
      e. Community support
   4. Organized programs in industry
      a. Allis-Chalmers
      b. Bell Telephone
      c. Consolidated Edison of New York
      d. E. I. duPont
      e. Eastman Kodak
      f. Norton Company

F. How drinking affects society
   1. Traffic problems
      a. Accidents
      b. Fatalities
      c. Disabilities
      d. Arrests
   2. Welfare
      a. Broken homes
         (1) Divorce
         (2) Juvenile problems
      b. Alcoholism
         (1) Missing work
         (2) Accidents
         (3) Rehabilitation centers
         (4) Industrial productivity
   3. Moral offenses
   4. Legal offenses

TOPIC FOUR: CONTROL OF ALCOHOL

A. Alcohol and Driving
   1. Alcohol's effects on driving ability
      a. Judgment
      b. Attitude
      c. Vision
      d. Reaction
      e. Coordination
      f. Impairment

2. New York State's laws concerning drinking and driving
3. Legal procedures
   a. Percentage of blood-alcohol level
   b. Tests given
   c. Evidence
   d. Witnesses
4. Chemical tests to determine intoxication
   a. Breath
      (1) Alcometer
      (2) Breathalyzer
      (3) Intoximeter
      (4) Drunkometer
   b. Blood
   c. Saliva
   d. Urine
5. Improving the present laws

B. New York State Regulations
1. Alcohol manufacture
   a. Taxation
   b. Pricing
2. Alcohol Disbursement
   a. Licensing of bars and liquor stores
   b. Regulations of
3. Alcohol consumption
   a. Legal age to purchase

TOPIC FIVE: TREATMENT OF PEOPLE

A. First aid procedures for detoxification
1. Identify what has been taken
2. Find antidote, if any
3. Administer antidote
4. Seek medical assistance as quickly as possible
   a. Private physicians
   b. Hospital emergency room
   c. Fire station
   d. Poison control agency
   e. Police stations

B. Private organizations that help alcoholics
1. Quarter-Way House
2. Half-Way House
3. Alcoholics Anonymous
4. Al-Anon
5. Alateen

C. Public agencies that help alcoholics
1. State mental health department
2. Counseling - local and state

D. Status of alcoholic in today's society
1. Alcoholic - sick or criminal?
2. Treatment programs successful or not?
3. Community responsibility
4. Cost of treatment justified?
5. Treatment - privately or publicly financed?

ALCOHOL EDUCATION (GRADES 10 - 12)

# DEVELOPMENTAL TRAITS OF 15 - 18 YEAR OLDS

## -HIGH SCHOOL-

DRIVES AND INTEREST IN THE OPPOSITE SEX CAUSE TENSION AND ANXIETY

- Adolescents have sustained and/or are experiencing marked physical growth. They are often clumsy and awkward.

- Adolescents are concerned and anxious about their roles in the family, their sex roles, and their relationships with the opposite sex.

EXPERIMENTATION WITH DIVERSE PERSONALITY ROLES IN AN ATTEMPT TO IMPROVE STATUS

- Change is perhaps the one characteristic of the adolescent which is constant. Physical, emotional, and social maturation makes 'new people' of them daily.

- Introspection growing out of the serious over-concern about himself/herself is common. The most frequent question asked by him/her is "Am I normal?" or "Is it normal to feel like I do?"

- The adolescent exists in a "neither world" where he is no longer a child nor yet an adult. Periodically, he/she ventures into an adult pattern of behavior and when things go wrong, retreats into the child's role.

INCREASING CONCERN IS SHOWN OVER RESOLVING ONE'S "LIFE" PROBLEMS

- The adolescent strives for peer group acceptance which he/she attempts to achieve through conformity of dress, speech, and general behavior.

- A serious concern about appearance is typical of the adolescent, and blemishes and minor imperfections take on great significance.

GRADES 10 - 12

NATURE OF ALCOHOL

ALCOHOL HAS MULTIPLE USES WHICH PRODUCE BOTH BENEFICIAL AND DETRIMENTAL HEALTH RESULTS.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS CAN DESCRIBE THE BENEFICIAL ASPECTS OF ALCOHOL AND ALCOHOLIC COMPOUNDS. | Class enumerates beneficial medical uses alcohol has had for physical purposes.<br><br>Class can create a bulletin board of pictures depicting various uses of alcohol. |
| STUDENTS CAN DISCUSS ALCOHOL AND ITS APPLICATION AS A BENEFICIAL AGENT TO SPECIFIC BODY SYSTEMS. | Class enumerates beneficial medical uses alcohol has had for psychological purposes.<br><br>Students write and enact skits to demonstrate the benefits of alcohol to each. |

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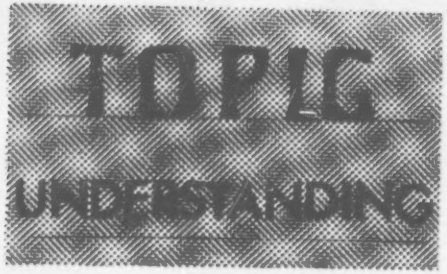
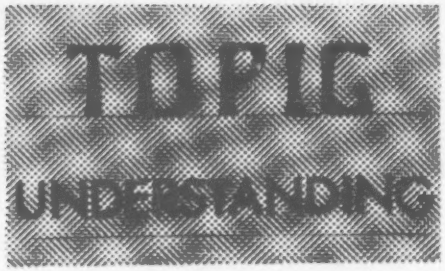



GRADES 10 - 12

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS CAN DESCRIBE THE QUALITIES OF A HEALTHY PERSONALITY. | Divide the class into committees to explore the influence of heredity, environment, health, education, church, neighborhood, interests, family, friends, etc. on personality.<br><br>Students discuss the likelihood of persons with healthy personalities abusing alcohol. What constitutes a healthy personality should be discussed first and a list of characteristics written on the chalkboard. |
| STUDENTS CAN DESCRIBE HOW INDIVIDUALITY IS A BLEND OF SELF AND SOCIETY. | Panel Discussion: How to evaluate and participate in fads: the feelings of an individual who has no "group;" what happens when there is a conflict between what you want to do and what the group wants to do; the values of group identification and other thoughts that students may have for discussion.<br><br>Discuss the value of individuality and the difficulty in maintaining it (pressure of peer groups, advertising, parents, etc.)<br><br>Discuss various ways of identifying problems and methods of solving them. |




GRADES 10 - 12

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

## OBJECTIVES

STUDENTS CAN DISCUSS THE SIGNIFICANCE OF PERSONALITY VS. ENVIRONMENT TO ALCOHOL PROBLEMS.

## LEARNING EXPERIENCES

Prepare a chart listing the desirable traits of personality as discussed above and show what effect alcohol might have on each one.

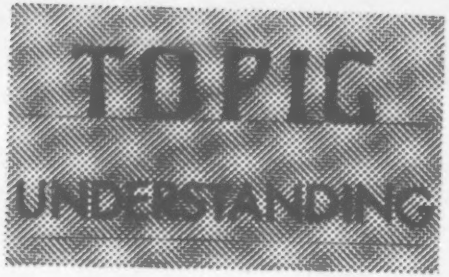
Students explain as a result of observations of daily behavior, how people react differently to stress (types of defense mechanisms.)

List and discuss the relationship of defense mechanisms to alcohol use.

Discuss what occurs when environmental stress exceeds individual tolerance.

Conduct buzz sessions resolving:
- "Does having the courage of one's convictions mean one is stubborn?"
- "Everyone is doing it!"
- "What is conformity?"

Panel discusses how value systems affect behavior patterns -- persistence in completing a job, stealing, lateness, cheating, promiscuous social relations, respect for feelings of others, making the "right" decision.




GRADES 10 - 12

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

## OBJECTIVES

STUDENTS CAN DISCUSS THE REASONS FOR DRINKING OR ABSTAINING FROM DRINKING AND HOW THESE REASONS VARY WITH EACH INDIVIDUAL.



## LEARNING EXPERIENCES

List the reasons teenagers give for drinking or abstaining from drinking. Are they compelling reasons?

Discuss some typical frustrations of 10th graders. What are some of the undesirable ways to meet these frustrations? (e.g., responding to the frustration of not having any close friends in a new school by avoiding others or ignoring classmates who are trying to be friendly.) Ask the class to suggest other means of coping with this frustration; then re-enact the situation incorporating the suggested changes. Conclude this activity by making a class list of ways to build self-confidence and self-esteem without resorting to alcohol.

Discuss and examine how an individual's drinking behavior, including the choice of abstinence, may be influenced by each of the following:

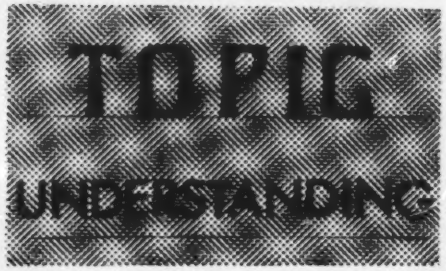
A. Desire for group approval and acceptance
B. Family patterns
C. Social customs
D. Desire for relaxation and pleasure
E. Boredom
F. Appeals of advertising on television and in magazines.

GRADES 10 - 12

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Panel Discussion: At what age should one be permitted to drink? Consider legal, social, physiological, and psychological aspects.<br><br>See film: "How Safe Am I?", 16mm., black and white, sound, 1964, 22 minutes. Features discussion by R. Gordon Bell, M. D., concerning questions most often asked by young adults in their late teens and early twenties about the use of alcohol. Discuss contents of film with class.<br>Available from:<br>L. L. Cromien and Company<br>15 West 46th Street<br>New York, New York 10036<br><br>Students invite a psychologist, sociologist, counselor, and psychiatrist to discuss common reasons for drinking and alcoholism. |
| STUDENTS CAN INTERPRET CHANGING CULTURAL ATTITUDES AND PRACTICES PERTAINING TO ALCOHOL USE. | Students review the history of alcohol usage in this country and note changes in attitudes and practices. |
| STUDENTS CAN EXPLAIN HOW ONE BECOMES ALCOHOL DEPENDENT. | Students examine situations which could make a person susceptible to using alcohol to help satisfy a human need. |




GRADES 10 - 12

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Have students read pamphlet "Stress and Your Health," Metropolitan Life Insurance Company.<br><br>Students cite instances when they might be susceptible to using alcohol as a solution to behavior problems. |
| STUDENTS SHOULD BE ABLE TO DISCUSS TYPES OF EMOTIONS THAT EXIST AND HOW THEY CAN RELATE TO DEVELOPMENT OF ALCOHOL DEPENDENCY. | Have class discuss emotionally mature and immature individuals. Note characteristics of each.<br><br>Discuss the basic emotional needs such as love, acceptance, belonging, security, success, intellectual stimulation, independence, sense of worth. Consider some realistic and wholesome ways teenagers can meet these needs through participation in appropriate activities in the home, church, school, and neighborhood. |
| STUDENTS CAN DESCRIBE HOW ROLES AND RESPONSIBILITIES CHANGE AS A PERSON MATURES. | Students discuss ways they can cope with their feelings.<br><br>Discuss the changing activities and responsibilities at different stages of life.<br><br>Discuss the influence of order of birth on inter-family relationships and personality development. (Refer to Gesell's "Child Behavior.") |

GRADES 10 - 12

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS CAN IDENTIFY WAYS INDIVIDUALS COPE WITH STRESS AND ANXIETY AND CAN DESCRIBE DIFFICULTIES WHICH ARE LIKELY TO ARISE WHEN THERE IS A BREAKDOWN OF FUNDAMENTAL MECHANISMS. | List some criteria for emotional maturity. List ways of reducing tension without the use of alcohol. List symptoms that would indicate increasing alcohol dependency.<br><br>Discuss anxiety. How does it interfere with a person's daily performance? Can it work for the good?<br><br>Have a physician speak to the class on the topic of ailments with emotional undertones.<br><br>Explain the differences in the symptoms of a hypochondriac and those of psychosomatic origin.<br><br>Distribute to the class copies of "Mental Health is 1, 2, 3" (published by National Association for Mental Health).<br><br>Students trace problems faced by human beings from primitive times through various periods in history; students identify ways in which people have coped with these problems.<br><br>Students research and report on psychology and physiology of anxiety. |

GRADES 10 - 12

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Determine what recreational activities are available in the community for wholesome relaxation.<br><br>Discuss with students "Do individuals with problems other than alcohol apply the accepted behavior of relieving tension in dealing with their tensions?"<br><br>Read "Stress" - a book by Blue Cross. Construct a growth chart showing how information given in the book can help you to approach optimal health.<br><br>Teacher proposes a hypothetical situation such as - "John's father is an alcoholic. John has never discussed this with anyone and never invites friends to his home. He is becoming increasingly detached and withdrawn." How can he handle this problem? |
| STUDENTS CAN DIFFERENTIATE BETWEEN CONFLICTING ATTITUDES TOWARD ALCOHOL USE. | Students take part in group counseling in order to increase their appreciation of conflicting attitudes in their peer group about the use of alcohol.<br><br>Students invite a school counselor to lead a discussion of the various factors which influence the formulation of attitudes and values. |

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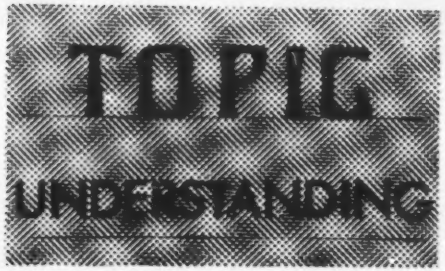
GRADES 10 - 12

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Open-end discussion (possibly with a coach.) Example - A coach received reports that certain players participated in a drinking party the night before a game - a game which the team should have won, but lost. Some of the players asked the coach to expel the drinkers from the squad immediately, while others felt they should be given another chance.<br><br>Group interpretation of incomplete presentation. Example - A girl's date who has had 2 - 3 drinks within an hour suggests taking her for a ride to get some fresh air. Why did the boy drink when he knew he was to drive the girl and himself home? Would fresh air help him get sober? How can the girl refuse the invitation gracefully? How can she get home safely? |
| STUDENTS CAN FORMULATE REASONS FOR REFRAINING FROM ALCOHOL USE AND CAN LIST ALTERNATIVE BEHAVIORS. | Students discuss ways in which attitudes can be changed. |




GRADES 10 - 12

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

## OBJECTIVES

STUDENTS CAN DIFFERENTIATE BETWEEN THE DANGEROUS PHYSIOLOGICAL AND PSYCHOLOGICAL EFFECTS OF ALCOHOL.

STUDENTS CAN DEFINE WHAT IS MEANT BY THE POLY-DRUG CULTURE IN OUR SOCIETY.

## LEARNING EXPERIENCES

Make a chart or graph comparing the nutritional value of alcoholic beverages with other foods.

Discussion questions:
- Why do some alcoholics suffer malnutrition?
- How is poor nutrition related to the excessive use of alcohol?

Relate poor nutrition to diseases connected to alcoholism.

See film: "For Those Who Drink" 16mm., black and white, sound, 1960, 37 minutes. Discussion by R. Gordon Bell, M. D., concerning the physical, psychological and social aspects of drinking. Discuss contents after viewing.
Available from:
L. L. Cromlen and Company
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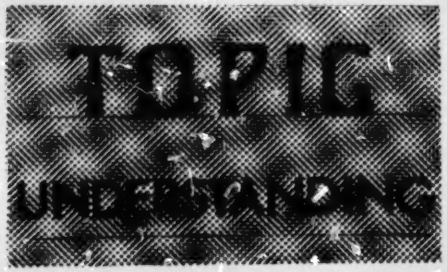
New York, New York 10036

Chart the temperature loss of a person drinking alcoholic beverages to help clear the myth about alcohol adding warmth to the deer hunter, the skier, the outdoorsman, etc.

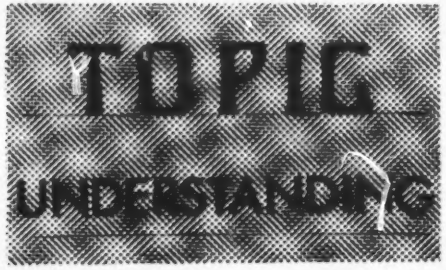



GRADES 10 - 12

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Research: Alcohol and Medications. Describe the synergistic effect or potentiating reaction in the human body when an alcoholic beverage is used in combination with other various drugs (sedatives, tranquilizers, etc.). |
| STUDENTS CAN EXPLAIN HOW SOME PARTS OF THE BODY MAY BE MORE SUSCEPTIBLE AND SOME DISEASES HAVE A HIGH ASSOCIATION WITH THE USE OF ALCOHOL. | Assign a student to research and report the association between alcohol and cirrhosis of the liver.<br><br>Have students draw and label the organs affected by alcohol in the human body and give the effect on each.<br><br>Discuss: How would excessive alcohol affect your stomach, kidneys, pancreas, liver, heart, circulation, and reasoning ability? |
| STUDENTS CAN DESCRIBE EFFECTS ALCOHOL ABUSE HAS ON A PERSON TO CAUSE HIM TO DEVIATE FROM NORMAL OR ACCEPTED BEHAVIOR. | Students write a report based on published material on the relationship between alcohol and crime.<br><br>Oral report. Present reports on outside readings of accounts and experiences of alcoholics. Contact local A. A. chapter for possible speaker to add information on this topic. |




GRADES 10 - 12

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Invite a Juvenile Judge to discuss the problems relative to the use of alcohol by teenagers.<br><br>Have a speaker from a state mental hospital discuss alcohol and its relationship to mental health.<br><br>See film, "Alcohol in the Human Body," 16mm., sound, color, 14 minutes. Through the medium of animation, vivid color, and scientific narration, this film illustrates the effect of alcohol on the human body under varied conditions. It shows clearly how alcohol is absorbed into the bloodstream and its effect on the brain and nervous system -- the brain's reaction causing a lack of coordination, disturbed balance,and the inability to discriminate. Discuss contents with class. Available from:<br>Sid Davis Productions<br>2429 Ocean Park Boulevard<br>Santa Monica, California 90405<br><br>Letter writing. Write for materials from the National Institute on Alcohol Abuse and Alcoholism, (Write to National Clearinghouse for Alcohol Information, P. O. Box 2345, Rockville, Maryland 20852). Select one or two from among materials received and report on their contents to the class. |

GRADES 10 - 12

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS CAN EXPLAIN THE IMPORTANCE OF A STABLE FAMILY UNIT IN RELATIONSHIP TO ALCOHOL USE. | Students compare the role of the family of today with that of the family of fifty years ago.<br><br>Students describe activities the family plan and do together.<br><br>Invite a social worker to visit the class and discuss problems created by excessive use of alcohol, e.g., broken home, unemployment, poor health. |
| STUDENTS CAN DESCRIBE HOW THE BEHAVIOR OF THE AVERAGE DRINKER CAN BE RELATED TO THE PERCENTAGE OF ALCOHOL IN THE BLOODSTREAM. | Construct a chart showing the effects of varying amounts of alcohol in the blood.<br><br>New York State has set a blood-alcohol level content of 0.10% as a legal limit for drunkeness.<br>A. Is 0.10% a safe and effective standard?<br>B. List the advantages and application of various tests used in determining blood-alcohol content (Blood test, Saliva test,and Breathalyzer.) |

GRADES 10 - 12

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

## OBJECTIVES

STUDENTS SHOULD BE AWARE OF THE AMOUNT OF MONEY EXPENDED ON ALCOHOL DIRECTLY AND INDIRECTLY IN THE UNITED STATES AND THE RESULTS OF THESE EXPENDITURES.



## LEARNING EXPERIENCES

Consider the following factors in discussing the effects of alcohol on our economy:

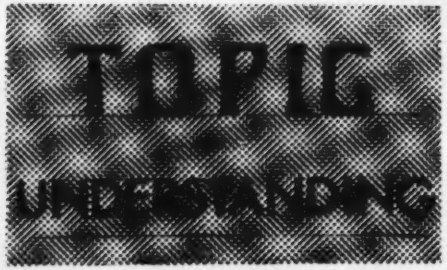
A. Employment provided in the manufacture and distribution of beverages
B. Consumer costs
C. Taxes received from the sale of alcoholic beverages
D. Cost of alcohol related to accidents
E. Welfare costs related to broken homes attributed to drinking parents
F. The illegal manufacturing industry.

Construct a percentage graph showing amount of state and federal revenue derived from sale of alcohol.

Construct a graph showing percentage of revenue spent on advertising as compared to revenue derived from sale of alcohol.

Construct a percentage graph showing amount of revenue derived from the following sources: alcohol, tobacco, and other drugs.

Essay. Write a report on the importance of the alcoholic beverage industry to the national economy. Research the amount of revenue collected by the state and federal government in a recent year from taxes on alcoholic beverages. Note how monies are dispersed. Also -- how many people are employed in the liquor industry and how much money is given out in payroll in any recent years.

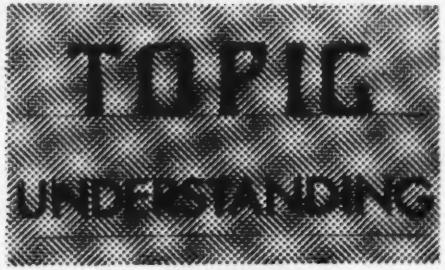



GRADES 10 - 12

CONTROL OF ALCOHOL

RESPONSIBILITY FOR THE CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS CAN DESCRIBE FEDERAL, STATE, AND LOCAL PROVISIONS THAT CONTROL THE PRODUCTION AND DISTRIBUTION OF ALCOHOL. | How is the responsibility for enforcement of alcohol laws divided between the national, state, and local levels of government?<br><br>Send for and study the state regulations in New York State and neighboring states regarding controls on alcoholic beverages.<br><br>Study the New York State Tax Laws pertaining to beer, wine, and spirits.<br><br>In small groups, analyze the state laws and regulations concerning the sale of alcoholic beverages to minors. Debate the minimum age for drinking in different states. Should it be consistent for all states? Consider - should a person from a state which prohibits drinking under the age of 21 be allowed to visit a neighboring state whose age limit is 18? |
| STUDENTS CAN ANALYZE THE FUNCTIONS OF THE THREE BRANCHES OF STATE GOVERNMENT WITH RESPECT TO ENFORCEMENT OF ALCOHOL LAWS. | Discuss the function of each of the three branches of New York State government.<br><br>Class can make a visit to the State Legislature and visit with various legislative leaders to discuss their roles and what their function is in relation to alcohol use in the state. |

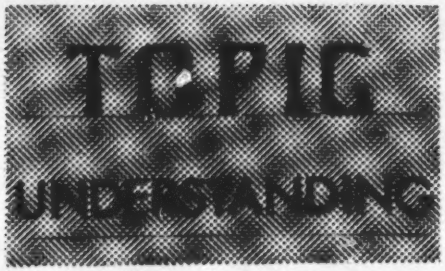



GRADES 10 - 12

CONTROL OF ALCOHOL

RESPONSIBILITY FOR THE CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS CAN DISCUSS HOW THE SALE AND USE OF ALCOHOLIC BEVERAGES IS CONTROLLED BY LAW. | Arrange for a local health officer, law enforcement officer,or member of the Alcoholic Beverage Control Division to discuss the State Liquor Code.<br><br>Class discussion:<br>A. Does current legislation properly reflect what society desires?<br>B. Does the present State Liquor Code satisfactorily control the sale of alcoholic beverages?<br><br>Write to the following New York State Departments for information to support discussions on legal and economic aspects of alcoholic beverages:<br>A. State Liquor Authority<br>B. Department of Mental Hygiene<br>C. Board of Social Welfare.<br><br>Library assignment: gather laws, resolutions on drinking, for a class discussion. |
| STUDENTS CAN REVIEW MATERIALS AND UTILIZE SERVICES OF NON-GOVERNMENTAL ORGANIZATIONS WHICH ENGAGE IN THE EFFORT TO CONTROL THE ABUSE OF ALCOHOL. | Suggest ways of keeping alcoholics out of jails and keeping them in hospitals and medical care centers.<br><br>Summarize the role of the medical profession, the general public, formal education, and the individual in meeting the problem of alcoholism. |

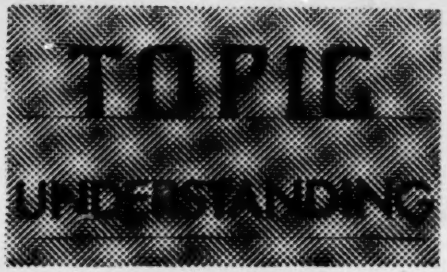



GRADES 10 - 12

CONTROL OF ALCOHOL

RESPONSIBILITY FOR THE CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS DEMONSTRATE A WILLINGNESS TO BECOME INVOLVED IN HELPING TO SOLVE SOME OF THE ALCOHOL PROBLEMS IN THEIR SCHOOL AND COMMUNITY. | Students "brainstorm" ways in which they can contribute to the alcohol control programs in their school and community.<br><br>Organize a student symposium or mock community meeting on the prevention and control of alcohol abuse in New York State.<br><br>Plan and carry out a noontime program on alcohol abuse which may be attended on a voluntary basis by any member of the school.<br><br>Set up a "Speakers' Bureau" - teams of two or three students who can serve as resource persons for classes in a nearby junior high or elementary school. |
| STUDENTS CAN DISCUSS HOW IMMODERATE USE OF ALCOHOLIC BEVERAGES IS ALLIED TO SOCIAL, FAMILY PROBLEMS, AUTOMOBILE ACCIDENTS, AND CRIME. | Discussion: Problem drinking and successful family membership appear to be incompatible.<br><br>Student Essay: A drinking driver is an injudicious driver.<br><br>List the social and economic problems suffered by a family if one member drinks excessively. |

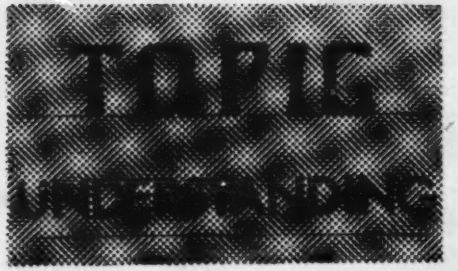



GRADES 10 - 12

CONTROL OF ALCOHOL

RESPONSIBILITY FOR THE CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Construct a Driver-Weight Meter Chart. (Write to New Jersey Department of Motor Vehicles for an example of this.)<br><br>Class Debate:<br>A. Resolved: Drinking in moderation is acceptable and not harmful.<br>B. Resolved: Drinking to any degree is harmful and should be prohibited by law.<br><br>Prepare a map of your community, pinpointing where arrests for drunkenness occur.<br><br>Initiate classroom activities which will lead the students to collect articles from current news media indicating the scope of the drug problem.<br><br>Direct a pair of students to take each of the following areas of social consequence:<br>A. Family relationships<br>B. Group relationships<br>C. Future Careers<br>D. Dropout potential<br>E. Financial demands<br>F. Delinquency and Crime.<br>After looking up information, they might participate in a student seminar pointing up positive and negative consequences of alcohol mis-use in each area. |

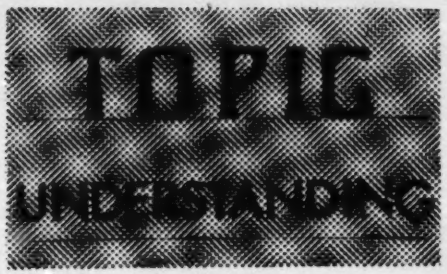



GRADES 10 - 12

CONTROL OF ALCOHOL

RESPONSIBILITY FOR THE CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Enlist student participation in problem solving situations presented (e.g., appoint a father, a mother, and a daughter to role-play a discussion between parents and child about alcohol use.)<br><br>Open discussion by students indicating a possible way of resolving difficulties caused by problem drinkers.<br><br>Interview a lawyer or judge to ascertain the procedures used to prosecute a person suspected of driving while intoxicated.<br><br>Class report on the statistics provided by the National Safety Council and insurance companies to determine what proportion of traffic fatalities and offenses are directly related to the use of alcohol.<br><br>Research: Does drinking have any relationship to sexual promiscuity?<br><br>Discussion: The need for adolescents to meet personal problems and not develop habits of hiding or masking them with the use of alcohol.<br><br>Small group discussion: Inexperienced drivers and inexperienced drinkers are a dangerous combination. |




GRADES 10 - 12

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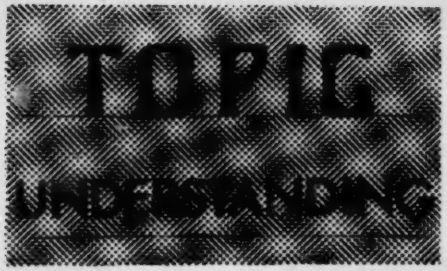
| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS CAN DESCRIBE HOW PREVENTION OF ALCOHOLISM IS A WORLD-WIDE PROBLEM AND NOT JUST AN AMERICAN PROBLEM. | Trace the rate of alcohol-centered problems with the United States and selected foreign countries.<br><br>Review the national prohibition laws and their repeal.<br><br>Research: What is the World Health Organization doing about alcoholism? |




GRADES 10 - 12

TREATMENT OF PEOPLE

THE RESPONSIBILITY FOR THE TREATMENT OF INDIVIDUALS RESTS WITH SOCIETY.

## OBJECTIVES

STUDENTS CAN DESCRIBE THE VARIOUS GROUPS AND THEIR PROGRAMS THAT EXIST FOR REHABILITATION OF THE ALCOHOLIC.



## LEARNING EXPERIENCES

Invite a carefully screened, recovered alcoholic to speak on treatment and rehabilitation of alcoholism.

Select from the class several members to role play alcoholics and have the remainder of the class develop a program to treat and rehabilitate them. (Be sure to set proper mood.)

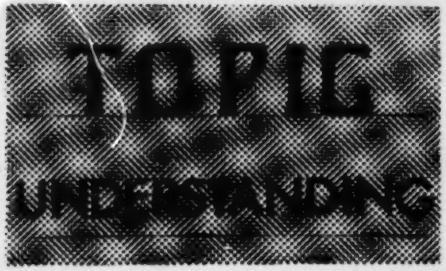
Individual research and reports on the various methods and techniques used in treating alcoholism:

A. Psychotherapy
B. Hypnosis
C. Tranquilizing drugs
D. Aversion treatment
E. Social rehabilitation
F. Alcoholics Anonymous
G. Al-Anon
H. Alateen
I. Group therapy.

Visit a local Al-Anon Family Group, an Alateen Group, and make a report to the class as to their effectiveness.

Prepare a report on Alcoholics Anonymous or invite a speaker from A.A. to address the class. From research and from contents of speech, try to determine:

A. Whether A.A. is primarily a religious organization
B. What success the organization has had.

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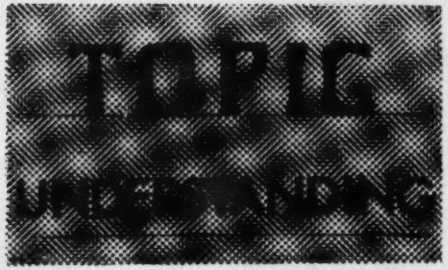
| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| STUDENTS CAN DISCUSS COMMUNITY INVOLVEMENT IN THE REHABILITATION OF ALCOHOLICS. | A student visits an Alcoholics Anonymous open meeting and reports back to the class as to what he/she saw and heard.<br><br>Plan a visit to a hospital which has an alcoholic ward. Write a review of the trip, recording impressions and observations. Discuss the visit in class.<br><br>Discussion: The community's overall approach to alcoholism and its control must involve the following:<br>A. Informed public<br>B. An enlightened law enforcement system<br>C. Courts and laws recognizing that alcoholics need help, not punishment<br>D. Available hospital beds<br>E. Social and health agencies offering help to families<br>F. Willing physicians to treat alcoholics<br>G. Clergymen aware of spiritual problems faced by alcoholics<br>H. School's objective approach to the teaching of the use of alcohol.<br><br>Familiarize the students with local, state, and federal agencies giving aid to alcoholics.<br><br>Invite a member of Alcoholics Anonymous to speak to classes concerning the function of this organization in helping alcoholics. |

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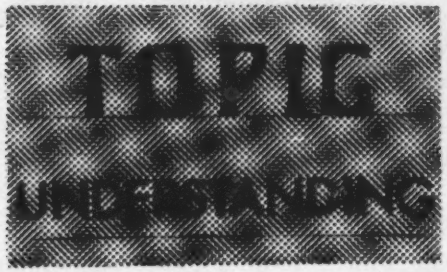
| OBJECTIVES | LEARNING EXPERIENCES |
| --- | --- |
| MEDICAL SCIENCE HAS CLASSIFIED ALCOHOLISM AS A DISEASE AND/OR A BEHAVIORAL DISORDER CHARACTERIZED BY CERTAIN SYMPTOMS FOR WHICH THERE IS NO SPECIFIC CURE. | Report on the Rutgers Center of Alcohol Studies and its role in dealing with the alcohol problem in the United States.<br><br>Determine the cost of alcoholism in terms of care, treatment, care of dependents, lost wages, accidents, crime and rehabilitation.<br><br>Discuss how alcoholism differs from other diseases and/or behavioral disorders.<br><br>Explore the various causes of alcoholism and its progression.<br><br>Reports: Alcoholism is a problem within a problem. Consider the effect of alcohol on the person and conditions within the person which lead to excessive use of alcohol.<br><br>Identify some of the typical warning signs of chronic alcoholism.<br><br>Compare and investigate the neurotic conflicts of the alcoholic.<br><br>Report: Vitamin deficiency diseases resulting from alcoholism (beriberi, pellagra, etc.) |

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| OBJECTIVES | LEARNING EXPERIENCES |
| --- | --- |
| | Discuss: The progression of alcoholism, symptoms typical of early, middle, and final stages of the illness. |

TOPIC OUTLINE

FOR

GRADES 10 - 12

THE FOLLOWING TOPICAL OUTLINE IS INTENDED FOR THE NOVICE TEACHER IN THE AREA OF ALCOHOL EDUCATION WHO WISHES TO HAVE THE EXTRA HELP OF A FINER BREAKDOWN OF THE VARIOUS AREAS OF THE PREVIOUS OBJECTIVES. IT IS A MORE DETAILED AND SPECIFIC TREATMENT OF THE WHOLE TOPIC OF ALCOHOL EDUCATION AND NOT INTENDED TO PARALLEL EXACTLY THE BEHAVIORAL OBJECTIVES APPROACH.

TOPIC ONE: NATURE OF ALCOHOL

A. Alcohol in the field of medicine
   1. Anesthetic - early times
   2. Clinical applications
      a. Compounding pharmaceuticals
      b. Solvent and preserving agent
      c. Skin cleanser
      d. Cooling agent
      e. Protein denaturing effect
      f. Depressing the central nervous system
      g. Auxiliary source of energy
      h. Vasodilating agent
      i. Relaxant for the elderly

TOPIC TWO: USE OF ALCOHOL

A. Religion and alcohol use
   1. Incidence of drinking by religious affiliation
      a. Jewish
      b. Catholic
      c. Protestant
      d. Mormon
   2. Effect of culture on consumption
B. The problem drinker and human needs
   1. Human needs defined
   2. Human needs of alcoholic and non-alcoholic
   3. Classification of human needs
      a. Security
         (1) Economic
         (2) Social
         (3) Human
         (4) Spiritual
      b. New experience
         (1) Home
         (2) Church
         (3) Community
         (4) Work
      c. Recognition
         (1) Flattery
         (2) Compliment
      d. Response
         (1) Social
         (2) Sexual
   4. Significance of satisfying human needs
C. Emotions
   1. Emotion defined
      a. Impulse
      b. Compulsion
   2. Educational experiences
      a. Stimulus
      b. Physiological reaction
   3. Types of emotions
      a. Aggressive
      b. Inhibitory
      c. Joyous
   4. Value of emotions
   5. Emotions and alcohol problems
   6. Emotional maturity

D. Personality vs. environment
   1. Personality defined
   2. Determinates of personality
      a. Heredity
      b. Environment
   3. Early sources of personality differences
   4. Stages of development toward maturity
   5. Types of psychological adjustment reaction
   a. Direct adaptive reaction (stress)
      (1) Fight (attack)
      (2) Flight (withdraw)
      (3) Compromise
   b. Defense mechanisms (stress involving threat)
   6. Significance of personality vs. environment to alcohol problems

E. Tension
   1. Tension defined
   2. Tension - useful and natural
   3. Modes of relieving tension
      a. Talking it out
      b. Escaping for awhile
      c. Working it off
      d. Giving in occasionally
      e. Doing good for others
      f. Taking one thing at a time
      g. Shunning superman urge
      h. Reducing critical attitude
      i. Giving benefit of doubt
      j. Making yourself available
      k. Making time for recreation
      l. Seeking professional help
   4. Tensions and drinking

F. Developing attitudes
   1. Concept of attitude
      a. Idea plus a feeling
      b. Attitudes and behavior
      c. Developing better attitudes toward problem drinker
   2. Scientific vocabulary
      a. Better language for communicating
      b. Use of derogatory terms
         (1) Jokes about alcoholics
         (2) Cartoons depicting drunks
         (3) Comic strip depiction
      c. Better informed individual
         (1) Select proper materials
      d. Present day attitudes toward the alcoholic

G. Advertising, Propaganda, and Beverage Alcohol
   1. Function of advertising
      a. Define advertising
      b. Need for advertising
      c. Role of color in advertising
   2. Propaganda
      a. Define
      b. Types
         (1) Overt
         (2) Covert
      c. Influence of
   3. Restrictions on alcohol advertisement
      a. Local
      b. State
      c. National
   4. Being an efficient buyer

TOPIC THREE: EFFECTS OF ALCOHOL

A. Alcohol and Nutrition
   1. Define food
   2. Body requirements
      a. Fuel
         (1) Fat
         (2) Carbohydrates
      b. Protein
      c. Vitamins
         (1) Thiamin
         (2) Niacin
         (3) Riboflavin
         (4) Ascorbic acid
      d. Minerals
         (1) Calcium
         (2) Iron
         (3) Iodine
      e. Bulk
         (1) Cellulose
         (2) Fibrin
      f. Water
   3. Alcoholic content of vitamins, etc.
   4. Alcohol and obesity
   5. Alcohol and appetite
   6. Nutritional diseases related to alcohol use
      a. Pellagra
      b. Chronic gastritis
      c. Beriberi

B. Alcoholism
   1. Definitions
      a. Alcoholism
      b. Alcoholic
   2. Basic statistics
   3. Progressive alcoholism
   4. Differences between alcoholic and drinker
   5. Social levels of alcoholics
   6. Types of alcoholics
      a. Primary type
         (1) Neurotics
         (2) No prognosis
      b. Secondary type
         (1) Appears after years of drinking
         (2) Good prognosis
      c. Situational type
         (1) Unusual emotional strain
         (2) Best prognosis
   7. Common characteristics of alcoholics
      a. Low frustration tolerance
      b. Inability to endure anxiety or tension
      c. Feeling of isolation
      d. Devaluated self-esteem
      e. Tendency to act impulsively
      f. Repetitive acting out of conflicts
      g. Often extreme narcissism
      h. Self-punitive behavior
      i. Somatic preoccupation
      j. Hypochondriasis

C. Alcohol and deviant behavior
   1. Definitions
      a. Felony
      b. Misdemeanor
      c. Minor offenses
      d. Liquor control violations
   2. Causes of crime
      a. Economic conditions
      b. Changes in law
      c. Attitudes of public
      d. Composition of the population

3. Alcohol and crime
   a. Relation of alcohol abuse and various types of misbehaviors
      (1) Public intoxication
      (2) Driving while under the influence (D.W.I.)
      (3) Homicide by drunken driving
      (4) Crimes of violence caused by alcohol abuse
   b. Incidence of crimes among alcoholics
   c. Cost of crime influenced by alcohol

D. Alcohol and the family
   1. Role of the family in our society
      a. Food
      b. Clothing
      c. Shelter
      d. Satisfying human needs
         (1) Recognition
         (2) New experiences
         (3) Security
         (4) Response
   2. Alcohol and family problems
      a. Lack of satisfying family needs
      b. Seeking satisfaction outside the family group
      c. Divorce
         (1) Excessive use and marital disruption
         (2) Occupational comparison
         (3) Rate of alcohol-influenced divorces
   3. Alcohol and desertion
   4. Alcoholic parents' relations with their children
      a. Parent role in child development decreases
      b. Effect of moderate and excessive drinking
      c. Alcohol and problem children

E. Economic aspects of alcohol use and misuse
   1. Consumer dollars spent on alcohol
   2. Economic benefits claimed
   3. Revenue from alcoholic beverages
   4. Expenditure for misuse of alcohol
      a. Hospital care
      b. Bodily diseases
      c. Accidents
      d. Jailing
      e. Deviant behavior
   5. Potential wages lost
   6. Manufacture, distribution, and consumption of alcoholic beverages
   7. Public revenues and their use

F. Diseases and illnesses related to abuse of alcohol
   1. Inebriate's diseases
      a. Beriberi
      b. Pellagra
      c. Cirrhosis of the liver
      d. Arterioscierosis
      e. Veneral diseases
   2. Psychoses associated with alcoholism
      a. Acute
         (1) Pathological intoxication
         (2) Delirium tremens
         (3) Acute Alcoholic hallucinosis
         (4) Korsakoff's psychosis
      b. Chronic
         (1) General personality disorder
         (2) Intellectual and moral decline
         (3) Memory and judgment disturbance

TOPIC FOUR: CONTROL OF ALCOHOL

A. Government's role in the control of alcohol production and distribution
   1. Federal government
   2. State government
   3. Local government
B. State government's role in alcohol laws
   1. Legislative branch
   2. Executive branch
   3. Judicial branch
C. Non-governmental agencies controlling alcohol abuse
D. Preventive vs. punitive measures to control alcohol abuse
   1. Preventive
      a. Educational programs
      b. Early diagnosis
      c. Rehabilitation
   2. Punitive
      a. Probation
      b. Fines and imprisonment
      c. Sentencing to confined hospitalization for medical and psychiatric treatment
E. Peer approach to alcohol problem
   1. Students helping students
   2. Students helping adults in the community
   3. Adults and students coming together for mutual action

TOPIC FIVE: TREATMENT OF PEOPLE

A. Treatment and rehabilitation
   1. Alcohol treatment
      a. Detoxification
      b. Nutrition
         (1) Ascorbic Acid
         (2) Niacin
         (3) Multiple vitamins
      c. Psychotherapy
         (1) Hypnosis
         (2) Psychiatry
         (3) Psychoanalysis
         (4) Group therapy
      d. Drug therapy
         (1) Disulfiram (Antabuse)
         (2) Chlorpromazine (Thorazine)
         (3) Insulin
   2. Agencies and treatment organizations
      a. Quarter-Way House
      b. Half-Way House
      c. Alcoholics Anonymous
      d. Al-Anon
      e. Alateen
      f. Mental Health
      g. Counseling services